

Broad Oak Nursery

64 Palmerston Road, Mossley Hill, LIVERPOOL, Merseyside, L18 8AJ

Inspection date	28/01/2014
Previous inspection date	16/02/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are motivated, keen to learn and make good progress in their development. They demonstrate positive relationships with their peers and the practitioners caring for them.
- The management team are highly committed to continuous improvement and motivate and encourage the whole staff team. This means there is a culture of continuous reflection and improvement, and children's individual needs are well met.
- All staff have a good knowledge and understanding of safeguarding procedures and practice. This helps keep children safe.
- Partnerships with parents are well developed, which means that information about children's individual needs is shared in detail. This enables staff to support all children to make good progress from their individual starting points.

It is not yet outstanding because

- Partnerships with other early years settings and local schools that children attend are not extensive. This means that the transition between nursery and other settings, particularly school, is not supported as best as it can be.
- The creative and sensory experiences provided are not freely available at all times throughout the day, particularly for the youngest children who attend, which means that they cannot use these spontaneously to support their play and learning.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector viewed all areas of the premises and the equipment, and observed activities in all of the playrooms and the outside play areas.
The inspector looked at children's assessment records, planning documentation,
- evidence of the suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.
The inspector held meetings with the management team, completed a joint
- observation with the manager and spoke with staff and children throughout the inspection.
- The inspector took account of the views of parents spoken to on the day and views presented in written form.

Inspector

Wendy Dockerty

Full report

Information about the setting

Broad Oak Nursery was registered in 1994. It is privately owned, and operates from a converted property in the Mossley Hill area of Liverpool. The children use three ground floor nursery rooms for their care, play and learning. There is a secure, fully enclosed outdoor play area with a designated area for the babies. The nursery serves families living in the local and wider communities.

The nursery is registered on the Early Years Register to provide care for a maximum of 30 children at any one time. It is open Monday to Friday from 8am to 6pm, and provides an all year round service with the exception of bank holidays and a week at Christmas. The nursery employs eight staff to work with the children. Of these, one has Early Years Professional Status, one is a qualified teacher and five are qualified to National Vocational Qualification level 3. A cook is also employed for food preparation. Staff receive support from Liverpool Sure Start and the quality improvement adviser. They provide funded early education for two, three and four-year-old children.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide further opportunities for creative and sensory play, especially for the youngest children who attend, to allow them free access to these experiences throughout each day
- extend further the partnerships with other settings to ensure that children are fully supported when they move on to school.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The setting meets the needs of all children well. Practitioners know that children learn as they play and explore. They provide a stimulating environment that is very well resourced, and children are free to move around their age appropriate play rooms and explore their environment. This supports children to make good progress towards the early learning goals. For example, children in the baby room help themselves to baskets of resources around the floor area where they can happily sit and explore. They take out old mobile phones and television remote controls which they explore by pressing buttons, flicking switches and pretend to talk into them. This demonstrates their representation of everyday life and supports them to develop their imagination and communication. Staff

respond to children's interests both in their future planning and also spontaneously during their play. In response to a child banging a toy to make a loud noise staff bring out the musical instruments. They encourage children to bang loudly on the drums, shake the bells quietly and explore the various sounds made on the xylophones. This supports children's understanding of creating loud and quiet sounds and gives them opportunities to explore making their own music.

Older children in the pre-school room have daily opportunities to practise their early reading, writing and number skills as they use a range of materials. A wide choice of mark making materials allows children to write on the board on the wall in addition to helping themselves to paper, pencils, crayons, scissors and glue to create their own masterpieces. All children are provided with sensory experiences, which enable them to explore a variety of textures during their time at the nursery, such as gloopy flour and water paste, water to splash in and dough to knead and shape. These are planned at different times for all children and staff encourage children to think about how it feels and develop their language skills as they talk about the activity. However, there are regular occasions when young children have no free access to sand, water or other materials which limits their creative and sensory development and exploration.

The detailed planning and reporting system helps practitioners to keep parents informed about their child's learning. They provide them with regular assessments of their children's progress, including the formal progress check at age two. This means parents and the setting can work closely together to ensure that children make good progress in their learning and development. It also means parents and practitioners can quickly identify and provide any additional support children may require.

The contribution of the early years provision to the well-being of children

Children's behaviour throughout the nursery is very good. They share well and take turns with toys because staff support them to understand about being kind to each other and provide positive role models. All children have daily use of the outdoor area and staff are skilled at developing children's learning through the natural environment. Children wear wellington boots to allow them to splash in puddles and explore with water while playing outdoors. Children are supported to develop confidence as they are allowed opportunities to explore independently, and this increases their self-motivation to learn. This enables children to become emotionally well prepared for the next stages in their learning as they are happy and confident at the nursery. They look for birds and watch them as they feed from the window station, while staff support children to match the birds to the pictures displayed. Children jump, run, climb and slide on the play equipment and enjoy developing their larger physical skills as they dig in the soil and ride on bikes and cars.

The nursery provides children with healthy, nutritious food through snacks of fruit and freshly cooked meals, such as chilli with rice, pasta, curry and soups. All dietary preferences and allergies are known and catered for by the staff, which helps to keep children safe and well. A designated sleep room means that all children are provided with

the opportunity to rest in a quiet area in line with their individual needs and preferences. Good arrangements are in place for nappy changing in line with parents' preferences. The staff throughout the nursery respect children's individual needs and preferences, and this means that children's physical and emotional well-being are promoted. For example, babies are offered cuddles and comforted if they are feeling upset or tired, which enables them to develop strong relationships with familiar staff members.

The nursery is clean and well-maintained with staff taking responsibility to ensure that areas are suitable for children's use through daily risk assessments. Children begin to learn about hygiene and keeping themselves healthy as they help themselves to drinks of water in individual beakers throughout the day. Older children begin to visit the toilet independently, understanding the need to wash their hands. Children's physical and emotional well-being is promoted throughout the nursery as staff respect children's individual needs and preferences.

The effectiveness of the leadership and management of the early years provision

High priority is given to the safety of children and the premises are kept secure and well-maintained at all times. All staff demonstrate a clear understanding of safeguarding procedures and the designated staff members attend regular training in this area to ensure their knowledge is up to date. Written policies and procedures are in place and are shared with parents and carers.

The management team have a high commitment to continuous improvement and encourage staff to attend regular training and meetings. This ensures that staff remain motivated and enthusiastic. Training is identified to meet the needs of the nursery, but staff preferences and enthusiasms are also taken into account. A monitoring and appraisal system of staff performance is in place to support staff to develop their own practice, and peer observations are being introduced to enable staff to share positive examples and ideas. This culture of constant reflection and improvement ensures that standards of care and teaching throughout the nursery continue to improve for the benefit of children and their families. The management team regularly monitor the planning and delivery of the educational programmes to ensure that children are provided with interesting and enjoyable activities and resources which support them to make progress across all areas. Frequent observations and assessments of children's learning are completed which enables staff to identify the progress children make, and also any areas in which children may require further support. Since the last inspection the areas raised for improvement have been addressed. For example, the observation and assessment of children's progress has developed, and more privacy is provided for older children using the toilet independently.

The nursery has established early links with other settings. However, the partnerships with local schools are not extensively developed. This means that the transition to school for the older children who leave nursery is not supported as best as it can be. The staff and management have established good relationships with parents. They ensure that parents

are treated with respect and that confidentiality is respected at all times. Parents are encouraged to be actively involved with the children's learning in a variety of ways and to make suggestions to improve practice. For example, a home links book encourages parents to share information about what their children enjoy doing at home. Parents and grandparents are invited to come into the nursery to share their knowledge and skills, such as, teaching children to speak basic Mandarin, and by playing guitar for the children. Parents are regularly invited to review their children's assessment records and share their comments. Parental feedback demonstrates that staff listen to what parents have to say and take on board their comments about what their children enjoy outside of nursery.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	322356
Local authority	Liverpool
Inspection number	877092
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	46
Name of provider	David Myers
Date of previous inspection	16/02/2010
Telephone number	0151 724 1514

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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